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ABSTRACT

This bibliography provides annotations for recent research studies and lists journal articles on preschool programs. The 180 entries offer information for program organizers and administrators, teachers and parents. Included are entries from the ERIC monthly abstract journal, "Research in Education," covering a period from January 1970 through March 1971, and journal articles reported in "Current Index to Journals in Education" from January 1970 through February 1971. Titles were selected from these categories: Preschool Education, Preschool Programs, Early Childhood Education, Nursery Schools, Experimental Programs, and Demonstration Programs. Information related specifically to day care is not included in this bibliography but has been compiled in a separate bibliography. (AJ)

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PRESCHOOL PROGRAMS: AN ANNOTATED BIBLIOGRAPHY

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Foreword

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 20 clearinghouses sponsored by the United States Office of Education to provide the educational community with information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education, (such as early childhood, reading, linguistics, and exceptional children), are located at universities and institutions throughout the United States.

The clearinghouses search systematically to acquire current, significant documents relevant to education. These research studies, speeches, conference proceedings, curriculum guides, and other publications are abstracted, indexed and published in Research in Education (RIE), a monthly journal. RIE is available at libraries, or may be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 560 journals and magazines in the field of education. Articles are indexed by subject, author, and journal contents, CIJE is available at libraries, or by subscription from CCM Information Corporation, 909 Third Avenue, New York, New York 10022.

The Early Childhood Education Clearinghouse (ERIC/ECE) also distributes a free, current awareness newsletter which singles out RIE and CIJE articles of special interest, and reports on new books, articles, and conferences. The ERIC/ECE Newsletter also describes practical projects currently in progress, as reported by teachers and administrators. For more information, or to receive the Newsletter write: ERIC/ECE Clearinghouse, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801.

Preschool Programs: An Annotated Bibliography

This annotated bibliography is a guide to recent research studies and journal publications about preschool programs. Included are entries from the Educational Resources Information Center (ERIC) abstract journal, Research in Education (RIE), from January 1970 through March 1971, and journal articles from Current Index to Journals in Education (CIJE), from January 1970 through February 1971. Titles were selected from these categories: Preschool Education, Preschool Programs, Early Childhood Education, Nursery Schools, Experimental Programs, and Demonstration Programs.

Major descriptors (marked with an asterisk *) and minor descriptors appear after each title. Descriptors are subject terms which are used in RIE and CIJE to characterize the substantive contents of entries and will help users of this bibliography to identify topics covered in the selections.

Most of the entries are available from ERIC Document Reproduction Service (EDRS) in either of two forms, microfiche (MF) or hard copy (HC). Those not available in hard copy are noted. Each entry is assigned an ERIC Document (ED) identification number, which appears after the title information. Directions for ordering are given on the last page of the bibliography.

A few titles are not available through EDRS but must be ordered from the publishers, and addresses and prices are listed with each of these citations.

PRESCHOOL PROGRAMS: AN ANNOTATED BIBLIOGRAPHY

1. Adkins, Dorothy C.; Herman, Hannah. Hawaii Head Start Evaluation--1968-69. Final Report. Jan. 1970, 192pp. ED 042 511.

   *Program Evaluation; *Language Development; *Preschool Programs; *Cognitive Development; *Parent Participation; Demonstration Projects; Enrichment Activities; Classroom Environment; Parent Child Relationship; Attendance; Parent Attitudes

The present study compared the effects of two curricula (University of Hawaii Preschool Language Curriculum and a general enrichment curriculum); two parent programs (one emphasizing the mother's role in fostering her child's cognitive development and one focusing on more general concepts of child development); and two levels of parent participation.

2. Adkins, Dorothy C.; And Others. Preschool Mathematics Curriculum Project. Final Report. Nov. 1969, 28pp. ED 038 168.

   *Curriculum Development; *Mathematics Education; *Preschool Programs; Program Evaluation; Cognitive Processes; Mathematical Concepts; Geometric Concepts; Conservation (Concept); Instructional Materials; Teaching Methods; Developmental Tasks

The project reported provided for the development of a detailed quantitative curriculum appropriate for use in Head Start classes, a trial of the developed materials with preschool children in Hawaii, and a preliminary assessment of the curriculum in comparison with a more spontaneous, informal quantitative classroom experience.

3. Ammon, Paul R.; Ammon, Mary Sue. Effects of Training Young Black Children in Vocabulary vs. Sentence Construction. March 1970, 13pp. ED 038 176.

   Language Skills; *Language Development; *Vocabulary; *Sentences; Training; Negroes; Preschool Children; Kindergarten Children; Language Ability; Imitation; *Transfer of Training

This experiment compared the effects of training young black children in language skills (vocabulary versus sentence construction) to see which type of training would result in greater transfer to other areas of language performance.

4. The Analysis of Data Generated in a Research Designed to Secure Baseline Information on a Head Start Program. A Report to the U. S. Office of Economic Opportunity from the Department of Research, Montgomery County, Maryland Public Schools. Nov. 1968, 50pp. ED 037 232 [Not in hard copy]

*Program Descriptions; *Classroom Environment; *Compensatory Education Programs; *Preschool Programs; Classroom Observation Techniques; Adjustment (To Environment); Instructional Materials; Student Behavior; Teacher Behavior; Test Reliability

This report describes Head Start classroom activity, contains data from a testing program, and includes teacher ratings of pupils on a Classroom Adjustment Checklist.

5. Appalachia Preschool Education Program, Charleston, West Virginia: A Three-Part Preschool Program Combining a Television Program, Paraprofessional Home Visitors, and a Mobile Classroom. Model Programs--Childhood Education. 1970, 17pp. ED 045 216 [Not available in hard copy]

*Preschool Education; *Preschool Programs; *Rural Areas; *Disadvantaged Youth; *Mobile Classrooms; Program Descriptions; Childhood Needs; Skill Development; Pamphlets; Educational Television; Subprofessionals; Home Visits

This model is a breakthrough program designed to reach the rurally isolated children in Appalachia to prepare them for first grade. The program incorporates a daily educational television program, a weekly session with a home visitor, and a weekly visit to a mobile classroom.

6. Badger, Earladeen. Mothers' Training Program: Educational Intervention by the Mothers of Disadvantaged Infants. August 1968, 93pp. ED 043 378

*Infants; *Mothers; *Educational Programs; *Home Instruction; *Culturally Disadvantaged; Mental Development; Mother Development; Language Development; Mother Attitudes; Parent Role; Group Discussion; Home Visits; Learning Motivation; Attention Span; Intervention

In the course of training mothers to use educational toys and materials to stimulate their children's learning in sensorimotor, concept, and language development, this program included discussion of child-rearing problems to foster attitude changes through sharing ideas; and to help the mothers to develop self-confidence and responsibility.

7. Barbrack, Christopher R.; And Others. Information on Intervention Programs of the Demonstration and Research Center for Early Education. 1970, 36pp. ED 046 492.

*Preschool Programs; *Program Descriptions; *Intervention; *Low Income Groups; Cognitive Development; Attitudes; Evaluation Methods; Parent Education; Home Programs; Mothers; Social Development; Physical Development; Language Development

This report describes the Demonstration and Research Center for Early Childhood Education (DARCEE), a center initiated to develop knowledge to improve the educability of young children. Each program is listed with an explanation of the purpose and objectives of the program, a listing of program publications and reports, and data on the individual project's setting, subject population, and the time period involved.

8. Bartlett, Elsa Jaffe. An Analysis of Published Preschool Language Programs. Nov. 1970, 15pp. ED 047 786.

*Language Programs; *Preschool Programs; *Teaching Methods; *Program Descriptions; *Student Teacher Relationship; Teaching Techniques; Role Playing; Pattern Drills (Language); Discussion (Teaching Technique); Cognitive Processes; Interaction

For purpose of analysis, preschool language programs are sorted into four general categories according to the dominant type of learning activity: (1) pattern practice, (2) cognitive verbalization, (3) discussion, and (4) role play.

9. Berger, Barbara. A Longitudinal Investigation of Montessori and Traditional Prekindergarten Training with Inner City Children: A Comparative Assessment of Learning Outcomes. Three Part Study. Sept. 1969, 164pp. ED 034 588.

*Preschool Programs; *Program Evaluation; *Educational Research; *Longitudinal Studies; *Comparative Analysis; Intervention; Perceptual Development; Cognitive Development; Classroom Techniques; Culturally Disadvantaged; Inner City

Compares the learning impact of Montessori prekindergarten training and the impact of traditional approaches on economically deprived Puerto Rican and Black children.

10. Bittner, Marguerite L.; And Others. An Evaluation of the Preschool Readiness Centers Program in East St. Louis, Illinois, July 1, 1968 - June 30, 1969. Final Report. Sept. 1969, 115pp. ED 034 585.

    *Preschool Programs; *Program Evaluation; *Compensatory Education Programs; Culturally Disadvantaged; Preschool Children; Achievement Gains; Readiness; Parent Participation; Self Concept; Student Characteristics; Social Adjustment

Objectives of this study were (1) to determine the effect of preschool experience on the personal and social adjustment and school readiness and achievement of the deprived child, (2) to determine what combination of age at intervention and treatment intensity was most effective, and (3) to assess the effects of parent involvement on the child's academic performance.

11. Blackstone, Tessa. Pre-School Education in Europe. April 1970, 43pp. ED 047 779.

    *Preschool Education; *Foreign Countries; *Comparative Education; *Educational Practice; *Educational Programs; Government Role; Parent Participation; Class Size; Curriculum Instructional Staff; Nursery Schools

The extent and nature of preschool education in Europe is discussed, with reference to England and Wales, France, the Netherlands, Norway and Sweden.

12. Boger, Robert P.; And Others. Heterogeneous vs. Homogeneous Social Class Grouping of Preschool Children in Head Start Classrooms. Feb. 14, 1969, 92pp. ED 045 176.

    *Heterogeneous Grouping; *Preschool Children; *Social Integration; *Grouping (Instructional Purposes); Comparative Analysis; Classroom Observation Techniques; Self Concept; Language Proficiency; Cognitive Development; Testing; Social Adjustment; Culturally Advantaged; Culturally Disadvantaged.

Tests the hypothesis that disadvantaged children learn more from interaction with advantaged children in Head Start classrooms than from interaction solely with other disadvantaged children.

13. Busse, Thomas V.; And Others. Environmentally Enriched Classrooms and the Development of Disadvantaged Preschool Children. 1970, 67pp. ED 045 192.

*Preschool Programs; *Education Equipment; *Enrichment Programs; *Classroom Materials; *Measurement Instruments; Teacher Behaviors; Classroom Observation Techniques; Cognitive Development; Social Development; Urban Youth; Lower Class Students; Sex Differences; Play

Evaluates the effects of placement of additional equipment in preschool classrooms on the cognitive, perceptual, and social development of urban Negro 4-year-old children.

14. Camp, Janet C. A Skill Development Curriculum for 3, 4, and 5 Year Old Disadvantaged Children. June 1969, 7pp. ED 003 123.

*Preschool Programs; *Preschool Curriculum; *Educational Objectives; Culturally Disadvantaged; *Skill Development; Sensory Training; Verbal Ability; Eye Hand Coordination; Concept Formation; Critical Thinking; Classification

Describes the DARCEE curriculum designed to prepare young disadvantaged children for school. Curriculum emphasis is on the development of information processing skills, rather than on the learning of specific information.

15. Cazden, Courtney B. Language Programs for Young Children: Notes from England and Wales. 1970, 46pp. ED 040 763.

*Language Development; *Preschool Curriculum; *Language Programs; *Foreign Countries; Language Enrichment; Peer Relationship; Reinforcement; Standard Spoken Usage; Bilingual Education; Communication Skills; Writing Skills; Compensatory Education Programs

British Infant School programs to aid language development for disadvantaged children 3 to 8 years old are contrasted with ideas and practices in the United States.

PS 004805

16. Chow, Stanley H.L.; Sikorski, Linda A. The Development of an Information Unit Reviewing Selected Well-Developed Models of Early Childhood Education Programs. Final Report. Oct. 30, 1970, 119pp. ED 045 223.

*Early Childhood Education; *Information Needs; *Information Centers; *Information Services; *Information Utilization; Information Dissemination; Program Descriptions; Program Evaluation; Questionnaires; Use Studies; Audiovisual Communication

An information unit was formed to provide practitioners in the field with a readily accessible source of information on new program developments, so that decisions about adopting programs might be based on a rational consideration of alternatives. The unit includes detailed reports on the Bank Street College of Education Model, the Responsive Environment Model, the Engelmann-Becker Model, and the Cognitively Oriented Curriculum. Also included are a review and film-strip describing trends and abstracts of five programs not requiring report treatment.

17. Cognitively Oriented Curriculum, Ypsilanti, Michigan: A Program that Exposes Preschool Children to a Variety of Materials and Equipment to Teach Concepts through Physical and Verbal Experiences. Model Programs--Childhood Education. 1970, 28pp. ED 045 217. [Not available in hard copy]

*Preschool Programs; *Program Descriptions; *Cognitive Development; *Concept Formation; *Disadvantaged Youth; Program Evaluation; Home Visits; Team Teaching; Pamphlets

Describes the Perry Preschool Project for educable mentally retarded 3- and 4-year-olds from disadvantaged homes. This program uses a cognitively-oriented curriculum (based on Piagetian theory) designed to help a child construct the mental representations of himself and his environment that will lead to the development of logical modes of thought.

18. Collins, Camilla. The Itinerant Teacher. 1970, 10pp. ED 045 191.

*Itinerant Teachers; *Educational Programs; *Preschool Teachers; *Supplementary Education; Master Teachers; Preschool Workshops; Trainer; Rural Schools; Rural Education

Use of a traveling teacher is one solution to the problem of providing on-the-spot training for Head Start teachers in small rural communities in remote regions of northern California. One itinerant teacher spent one week in each of eight classrooms in six counties. Reports problems and achievements of itinerant teaching.

19. Community Cooperative Nursery School, Menlo Park, California: A Preschool Program Involving Mothers as Organizers, Helpers, and Decision Makers. Model Programs--Childhood Education. 1970, 15pp. ED 045 222 [Not available in hard copy]

*Preschool Programs; *Nursery Schools; *Readiness (Mental); *Parent Participation; *Parent Responsibility; Positive Reinforcement; Verbal Communication; Volunteers; Pamphlets; Parent Education; Mother Role

This booklet discusses the Community Cooperative Nursery School, a program of preschool education for children from a wide range of socioeconomic levels. The involvement of mothers in the classroom, in special classes, and in decision making is an integral part of the program.

20. Community Coordinated Child Care: 1. Interim Policy Guidance for the 4-C Program: 2. 4-C Fact Sheet and 4-C Status Report: 3. Selected Reference Sources for the 4-C Program. ED 034 579

*Guidelines; *Day Care Services; *Preschool Programs; *Community Action; Organization; Policy Formation; Federal State Relationship; Administration; Reference Materials; Agencies

The Community Coordinated Child Care (4-C) Program is a system under which local public and private agencies interested in day care and preschool programs develop procedures for cooperating with one another on program services, staff development, and administrative activities. This publication series (3 papers) explains how to organize local child care resources into a 4-C program.

21. Cooper, Margaret L. A Shoe is to Tie: A Film Demonstration of Programming Self-Help Skills for Preschool Children. Progress Report. August 1969, 6pp. ED 042 500

*Skill Development; *Films; *Preschool Children; *Teaching Techniques; Mechanical Skills; Motor Development; Self Care Skills; Programmed Instruction

At the Edna A. Hill Preschool Laboratories at the University of Kansas, children between the ages of two and five are being taught two kinds of precise skills, some to prepare them for the academic world and others to enable them to care for themselves more independently. Skills are programmed by simplifying the steps, isolating the specific responses, and consistently reinforcing correct responses.

22. Cross-Cultural Family Center, San Francisco, California: A Nursery School Providing a Multicultural Curriculum to Promote Racial Understanding and Acceptance. Model Programs--Childhood Education. 1970, 16pp. ED 045 214 [Not available in hard copy]

    *Preschool Programs; *Nursery Schools; *Intercultural Programs; *Cultural Awareness; *Parent Participation; Parent Education; Cross Cultural Training; Race Relations; Ethnic Groups; Ethnic Relations; Neighborhood Integration; Pamphlets

The Family Center is the direct outgrowth of Nurseries in Cross-Cultural Education (NICE). Families approach the education of children 2 to 5 years as an intercultural preschool experience whose influence extends outward to the multiethnic neighborhood. The children involved seem to be developing without racial or class prejudice and the parents, encouraged to participate, appear to be more open-minded in accepting members of other socioeconomic and racial groups as friends.

23. Cunningham, Grover; Pierce-Jones, John. A Pilot Project Using a Language Development Program with Preschool Disadvantaged Children. Part of the Final Report on Head Start Evaluation and Research: 1968-69 to the Office of Economic Opportunity. August 1968, 13pp. ED 037 245

    *Language Development; *Preschool Programs; *Compensatory Education Programs; *Program Effectiveness; *Experimental Programs; Reading Readiness; Mexican Americans; Pilot Projects

This pilot project was undertaken at the University of Texas to gain experience in administering the Cynthia Buchanan Language Program and to test its effectiveness in making meaningful changes in the language development of disadvantaged Mexican-American preschoolers.

24. Datta, Lois-ellin. A Report on Evaluation Studies of Project Head Start. 1969, 26pp. ED 037 239

    *Program Evaluation; *Compensatory Education Programs; *Preschool Programs; *Federal Programs; Intervention; *Research Reviews (Publications); Longitudinal Studies; Followup Studies; Research Problems; Research Needs

Evaluation of Head Start has been based on four sources of information: (1) census surveys of children and families served and programs offered, (2) special research projects on child development and experimental programs, (3) a longitudinal study of the development of low income children, and (4) a series of national evaluation studies.

25. The Day Nursery Association of Cleveland, Cleveland, Ohio: A Long History of Care for Children, Involvement of Parents, and Service to the Community. Model Programs--Childhood Education. 1970, 22pp. ED 045 218 [Not available in hard copy]

*Preschool Programs; *Program Descriptions; *Day Care Programs; *Nursery Schools; *Resident Camp Programs; Neighborhood Centers; Home Programs; Therapy; Consultation Programs; Pamphlets

The multi-faceted program of the Day Nursery Association of Cleveland is described in this booklet. Specific topics included are: a therapeutic nursery school, day nurseries for low-income neighborhoods, neighborhood day care homes and group centers, summer camp, and consultation services.

26. Demonstration Nursery Center for Infants and Toddlers, Greensboro, North Carolina: A Model Day Care Center for Children Under 3 Years Old. Model Programs--Childhood Education. ED 045 215 [Not available in hard copy]

*Day Care Programs; *Day Care Services; *Nursery Schools; *Preschool Programs; *Child Care; Infants; Family Environment; Parent Teacher Conferences; Testing; Program Descriptions; Play; Subprofessionals; Pamphlets

This center was established to create a quality day care program that could be replicated elsewhere, to define the components of quality care for infants, and to help the State of North Carolina develop standards for infant care. The program is modeled on a well-functioning home environment and no attempt is made to accelerate cognitive or motor development.

27. Design and Measures of 1967-68 and 1968-69 Head Start E&R Evaluation Studies. 1969, 20pp. ED 040 745

*Program Evaluation; *Preschool Programs; *Compensatory Education Programs; Federal Programs; Evaluation Methods; Measurement Instruments; Program Descriptions; *Research Projects

Evaluation of Head Start Programs is approached through identification of interactions with families and communities to learn what effects the Head Start experiences have had on the children involved.

28. Deutsch, Martin; And Others. Institute for Developmental Studies Interim Progress Report. Part II: Research and Evaluation. Nov. 1968, 239pp. ED 036 312

*Research Projects; *Preschool Children; *Compensatory Education; *Student Characteristics; *Cultural Disadvantagement; Intellectual Development; Language Development; Auditory Discrimination; Conservation (Concept); Cognitive Development; Motivation; Enrichment Programs

The Institute for Developmental Studies is engaged in research aimed at specifying what the academic handicaps of deprived children are, what causes these handicaps, and what can be done to overcome them.

29. Development of the Early Childhood Education Program. Basic Plan. Sept. 15, 1969, 12pp. ED 038 181

*Early Childhood Education; *Preschool Programs; *Program Descriptions; Educational Objectives; Rural Areas; Television Curriculum; Home Visits; Mobile Classroc

The early childhood education program described in this report is a 3-year program of preschool education to prepare 6-year-old rural children to perform tasks and acquire skills expected of the average child at the first grade level.

30. DiLorenzo, Louis T.; And Others. Prekindergarten Programs for Educationally Disadvantaged Children. Final Report. Dec. 1969, 267pp. ED 038 460

*Program Content; *Comparative Analysis; *Preschool Learning; *Disadvantaged Youth; *Achievement Gains; Academic Achievement; Mental Development; Motor Development; Language Development; Self Concept; Longitudinal Studies; Program Descriptions; Program Effectiveness; Measurement Goals

Results are given of a 4-year study on the effects of various full year prekindergarten programs for disadvantaged children. Both cognitively-structured and unstructured approaches were used, all having as their objectives the development of intelligence, language, self-concept, and motor abilities.

31. Direct Verbal Instruction Contrasted with Montessori Methods in the Teaching of Normal Four-Year-Old Children. 1969, 21pp. ED 041 619

*Preschool Programs; *Program Effectiveness; *Teaching Techniques; *Cognitive Development; *Language Programs; Abstract Reasoning; Memory; Instructional Improvement; Academic Achievement; Verbal Communication

This study compares the effects of Montessori methods of instruction and methods of direct verbal instruction. Montessori methods rely on the ability of the child to learn through physical interaction with inanimate objects and minimize verbal behavior by teacher and student, while the direct verbal method works mainly through language use, both in teacher's presentation and child's response.

32. Dunlap, James M.; Coffman, Alice O. The Effects of Assessment and Personalized Programming on Subsequent Intellectual Development of Prekindergarten and Kindergarten Children. Final Report. July 1970, 52pp. ED 045 198

*Program Evaluation; *Individualized Programs; *Intellectual Development; *Early Childhood Education; Skill Development; Achievement; Individual Needs; Teacher Aides; Sex Differences; Statistical Analysis; Intervention

Hypothesizes that prekindergarten children who are provided with a personalized program based on individual assessment of their developmental skills will increase their intellectual abilities, learn at a higher level than children without this program, and will retain their acquired superiority through the first two primary years.

33. Earhart, Eileen M. Classification and Attention Training Curricula for Head Start Children. March 6, 1970, 6pp. ED 042 508

*Training Techniques; *Curriculum Development; *Attention; *Classification; Program Descriptions; *Preschool Children; Learning Activities; Concept Teaching; Manipulative Materials; Discovery Learning; Visual Learning

Classification and attention training curricula include: (1) sensory exploration through object manipulation, (2) variety of high-interest materials, (3) change of pace during the lesson, (4) presentation of learning activities as games, (5) relating of new terms to the child's experience and vocabulary, and (6) instructing the child in concept meanings before asking him to follow directions using those concepts.

34. Early Childhood Education Learning System for Three-and Four-Year-Old Migrant Children, McAllen, Texas. Evaluation Report, 1968-1969. July 31, 1969, 101pp. ED 043 370

*Preschool Programs; *Migrant Child Education; *Mexican-Americans; *Cognitive Development; *Parent Participation; Demonstration Programs; Health Services; Program Evaluation; Disadvantaged Environment; Parent Attitudes; Teacher Attitudes; Instructional Improvement

Described is an instructional program which includes staff development and parent-school-community involvement. Focus is on the special learning problems of Mexican-American children (3- and 4-year-old migrant children) and the development of bilingual competence.

35. Early Childhood Education Learning System; San Antonio Urban Educational Development Center, 1968-69. Final Evaluation Report. Oct. 1969, 67pp. ED 041 625

*Preschool Programs; *Program Evaluation; *Disadvantaged Youth; *Bilingual Education; *Language Development; Parent Participation; Concept Formation; Thought Processes; Motor Development; Mexican Americans; Demonstration Programs

A comparison of effects of three preschool intervention programs designed to prepare disadvantaged Mexican-American children for school is the subject of this study. The programs are: (1) the San Antonio Urban Educational Development Center preschool program, (2) a Parent-School-Community Involvement project, and (3) three Head Start programs.

36. Edwards, Joseph; Stern, Carolyn. A Comparison of Three Intervention Programs with Disadvantaged Preschool Children. University of California Head Start Research and Evaluation Center. Final Report 1968-69. August 1969, 153pp. ED 041 616

*Preschool Children; *Language Programs; *Program Evaluations; *Disadvantaged Youth; *Cognitive Development; Language Development; Sex Differences; Anglo Americans; Mexican Americans; Negro Youth; Teacher Experience

To aid in providing remediation for the language and cognitive skills of disadvantaged children, the UCLA Head Start Research and Evaluation Center compared three language programs; the UCLA Preschool Language Program, the Behavioral Research Laboratories' Readiness for Language Arts Program, and an instructured Placebo Program.

37. Evaluation Report: Early Childhood Education Program, 1969 Field Test. March 1970, 204pp. ED 041 626

*Early Childhood Education; *Preschool Programs; *Program Evaluation; *Pilot Projects; Televised Instruction; Paraprofessional School Personnel; Home Programs; Parent Participation; Cognitive Development; Language Development

Reported are findings from the first year's field test of the home-oriented Appalachia Educational Laboratory Early Childhood Education Program for 3-, 4-, and 5-year-olds.

38. Exemplary and Innovative Preschool Child Development Demonstration Centers, 1966-1969. Three Year Evaluation and Narrative Report. August 22, 1969, 57pp. ED 035 456

*Program Descriptions; *Preschool Programs; *Program Evaluation; Parent Participation; Community Cooperation; Objectives; Interviews; Volunteers; Health Services; Culturally Disadvantaged

This program aims to maximize the potential of each preschool child and to involve parents and community agencies in the project. This report describes the objectives of the program and the areas in which objectives are being met.

39. Federal Programs Assisting Children and Youth. Revised Edition. 1968, 120pp. ED 038 161

*Federal Programs; *Federal Aid; *Youth; *Children; *Budgets; Demography; Social Factors; Agencies; Educational Programs; Health Programs; Government Role

This report inventories federal programs which assist children and youth and provides information on the amount of federal funds that finance these programs.

40. Friedman, Myles I. Evaluation and Research Center for Project Head Start, University of South Carolina. Interim Evaluation Report. Jan. 1969, 119pp. ED 045 197 [Not available in hard copy]

*Program Evaluation; *Preschool Programs; *Evaluation Methods; *Disadvantaged Youth; Reading Readiness; Program Content; Intervention; Teaching Techniques; Reinforcement; Language Programs; Teaching Guides; Evaluation Techniques; Language Development

An interim evaluation report of language development curriculums in full year Head Start programs operating in a five-state area. One experimental study was implemented in ten classrooms in two sites and used the Buchanan Readiness in Language Arts Program with various combinations of supplements, carefully monitored teacher training, and packaged reinforcement schedules.

41. Friedman, Myles I.; And Others. An Investigation of the Relative Effectiveness of Selected Curriculum Variables in the Language Development of Head Start Children. April 1970, 113pp. ED 046 497

*Language Programs; *Preschool Programs; *Disadvantaged Youth; *Program Evaluation; *Evaluation Techniques; Testing; Statistical Analysis; Program Effectiveness; Intervention; Language Development; Tables (Data); Teaching Guides

This report evaluates the influence of five language programs on the learning of children in year-round Head Start programs. The core of the curriculum was the Buchanan Readiness in Language Arts program used with four combinations of supplements.

42. Fowler, William. Demonstration Infant Day Care and Educational Program. Interim Report. 1969-1970, 8pp. ED 041 632

*Infants; *Preschool Programs; *Day Care Programs; *Cognitive Development; *Social Development; Program Effectiveness; Intelligence; Disadvantaged Environment; Educational Improvement

The Ontario Institute for Studies in Education and the Canadian Mothercraft Society are running a day care program for infants (from 3 to 30 months of age) designed to facilitate their cognitive, personality, and social development through personalized adult-child interaction, guided learning situations, free play, and specialized care.

43. Garfunkel, Frank. Preschool Education and Poverty: The Distance In Between. Final Report of 1968-69 Intervention Program. July 1970, 49pp. ED 046 501

*Parent Participation; *Intervention; *Comprehensive Programs; *Preschool Education; *Community Involvement; Inservice Education; Observation; Evaluation Needs; Research Needs; Social Factors; Low Income Groups; Community Problems; Objectives; Feedback

An educational intervention program for lower income children was characterized by parent involvement in all stages. Active dialogue between parents, teachers, and the Boston University Head Start Evaluation and Research Center was considered a primary purpose and was encouraged.

44. Gordon, Ira J. Early Child Stimulation Through Parent Education. Sept. 1969, 20pp. ED 038 166

*Parent Education; *Parent Participation; *Compensatory Education Programs; Program Descriptions; *Preschool Programs; Program Evaluation; *Nonprofessional Personnel; Child Development; Parent Child Relationship; Teaching Techniques; Self Concept; Communication (Thought Transfer)

Study objectives were to find out whether the use of disadvantaged women as parent educators of indigent mothers of infants and young children (1) enhanced the development of the infants and children, (2) increased the mothers' competence and sense of personal worth, and (3) contributed to the knowledge of the home life of infants in the study.

45. Greer, William C. A Statement Regarding the Comprehensive Preschool Education and Child Day Care Act of 1969, and Other Related Bills. Feb. 26, 1970, 9pp. ED 040 761

Exceptional Children; *Handicapped Children; Preschool Programs; *Federal Legislation; Financial Support; Handicap Detection; Blind Children; Deaf Children

This speech begins with praise for the Subcommittee's past action in furthering the education of the handicapped and encouraging federal assistance for these children. Emphasized is the growing need for additional aid for preschool education to meet the developmental needs of handicapped children.

46. Hamilton, Marshall L. Evaluation of a Parent and Child Center Program. June 1970, 16pp. ED 045 189

*Preschool Children; *Parent Participation; *Comprehensive Programs; *Parent Child Relationship; *Stimulation; Intervention; Teacher Aides; Parent Education; Program Evaluation; Family Environment; Child Development; Disadvantaged Groups; Migrant Education

In this intervention program, Mexican-American children under 3 years of age from migrant families are given a nursery school type experience to stimulate development in retarded children. Paid participation by mothers stresses development of mothers' self-concept, general handling of the child, language development of the child, physical care, and development of child's gross and fine motor control.

47. Handler, Ellen Oppenheimer. Preschools and Their Graduates. 1970, 213pp. ED 041 644

*Program Length; *Preschool Programs; *Socioeconomic Status; *Socialization; *Disadvantaged Youth; Teacher Characteristics; School Organization; Preschool Children; Classroom Observation Techniques; Program Effectiveness; Academic Achievement

This exploratory study clarifies the goals and functions of long day and short day preschools in relation to the requirements of the client groups being served, and analyzes their effects of children's socialization and elementary school achievement.

48. Harrison, Frederica; Thogerson, Ann. A Parent-Child Center. Nov.-Dec. 1968, 25pp. ED 042 506

*Language Development; *Preschool Programs; *Parent Child Relationship; *Culturally Disadvantaged; *Cognitive Development; Parent Teacher Cooperation; Classroom Environment; Educational Improvement; Mother Attitudes; Parent Participation

A Parent-Child Center program was designed to test the theory that a major cause of a disadvantaged child'd academic problem is the lack of proper maternal support. The two-part program consisted of (1) a mothers' program with mothers focusing on their children's language development and their own development in child rearing, cooking, and sewing skills; and (2) the children's program that provided an environment that fostered cognitive, perceptual, and language development.

49. Hartford Early Childhood Program, Hartford, Connecticut: An Urban Public School System's Large-Scale Approach Toward Restructuring Early Childhood Education. Model Programs--Childhood Education. 1970, 17pp. ED 045 211 [Not available in hard copy]

*Preschool Programs; *Grade 1; *Public School Systems; *Independent Study; *Classroom Environment; Teacher Role; Teacher Aides; Program Descriptions; Program Evaluation; Reading Readiness; Age Groups; Pamphlets

The Hartford Early Childhood Program involves more than 4,500 children from 4 years old to first grade level in over 200 classrooms. Classrooms, using the approaches of both the Montessori schools and the British Infant Schools, are designed to offer children an environment that encourages independent learning. The program, designed for urban children, includes formal education beginning at 3 years, mixed-age "family" grouping, interest centers, and emphasis on intrinsic motivation toward personal success.

50. Haupt, Dorothy. Relationships Between Children's Questions and Nursery School Teachers' Responses. 1966, 29pp. ED 046 507

*Questioning Techniques; *Verbal Communication; *Preschool Children; *Teacher Response; *Student Teacher Relationship; Nursery Schools; Teacher Behavior; Classroom Communication; Sex Differences; Learning Processes; Research Methodology

This study (condensed from an unpublished doctoral dissertation, "Teacher-Child Interaction; A Study of Relationships between Child-Initiated Questions and Nursery School Teacher Behavior," Wayne State University, 1966) examines the teaching and learning processes set in motion when 4-year-old children question their teachers in nursery school classrooms.

51. Hayes, Mabel El; Dembo, Myron H. A Diagnostic-Prescriptive Approach to Preschool Education. March 1970, 15pp. ED 041 622

*Preschool Evaluation; *Diagnostic Teaching; *Educational Diagnosis; Diagnostic Tests; Learning Difficulties; Language Development; Experimental Programs; Preschool Programs

This study attempted to develop a diagnostic-prescriptive curriculum program to improve the school readiness of disadvantaged preschoolers.

52. Head Start Curriculum Models: A Reference List. Nov. 1970, 26pp. ED 046 517

*Preschool Programs; *Preschool Curriculum; *Preschool Education; *Early Childhood Education; *Bibliographies; Models; Research Reviews (Publications); Educational Innovation; Books

This bibliography lists references to books, articles, curriculum aids, progress reports and other writings related to the 11 different Head Start curriculum models now being tested experimentally in many communities.

53. Head Start Planned Variation Study. Sept. 1970, 17pp. ED 047 782

*Preschool Programs; *Intervention; *Experimental Programs; Program Effectiveness; Elementary Education; Disadvantaged Groups; Models; Comparative Analysis; Program Descriptions; Program Evaluation

Project Head Start and Project Follow Through are jointly exploring the effectiveness of 12 different educational approaches or models for the education of young children from poverty families.

54. Herman, Hannah; Adkins, Dorothy C. Hawaii Head Start Evaluation Follow-Up--1968-69. Final Report. Jan. 1970, 47pp. ED 042 515

*Preschool Programs; *Program Evaluation; *Cognitive Development; *Intelligence Quotient; *Achievement Gains; Behavioral Objectives; Cognitive Objectives; Teacher Attitudes; Summer Programs; Perceptual Motor Learning; Creative Activities; Verbal Communication; Behavior Problems

This study compared the performance of kindergarten children who had participated in a full-year Head Start program with that of children who had attended summer Head Start only.

55. Holt, Carol; Boger, Robert P. Characterization of the Effect of Space, Materials, and Teacher Behavior on Preschool Children's Free Play Activity Patterns. Research Report No. 1. Nov. 1969, 22pp. ED 037 251

*Preschool Children; *Behavior Patterns; *Recreational Activities; Space Utilization; Individual Activities; Student Teacher Relationships; Classroom Observation Techniques; Instructional Materials; Research Needs

The object of this study was to determine the extent to which children displayed predictable, recurring patterns of behavior when engaged in self-selected activities.

56. Honig, Alice S.; Brill, Sheila. A Comparative Analysis of the Piagetian Development of Twelve Month Old Disadvantaged Infants in an Enrichment Center. Sept. 1970, 27pp. ED 047 778

*Enrichment Programs; *Language Enrichment; *Psychomotor Skills; *Infants; Comparative Analysis; Low Income Groups; Negroes; Tables (Data); Testing; Sex Differences; Teacher Education; Cognitive Development

This study tested the hypothesis that a 6-month, half-day program of enrichment in language and Piagetian sensorimotor skills tailored to the cognitive-developmental level of infants would accelerate the development of participating infants. All the infants were black and from low income families.

57. Hymes, James L., Jr. Early Childhood Education: An Introduction to the Profession. 1968, 48pp. ED 036 328 [Not available from EDRS] Publications Dept., National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, D.C. 20009. $1.25

*Early Childhood Education; *Educational Methods; *Educational Objectives; Government Role; Day Care Centers; Nursery Schools; Kindergarten

This monograph discusses the background and current state of early childhood education, and the goals and methods of Project Head Start are emphasized. The development of Follow Through, Title I programs, kindergartens, day care centers, and nursery schools are considered. The booklet discusses ten problems facing the field of early childhood education, including types of programs, class size, and staffing.

58. Jacobs, Sylvia H.; Pierce-Jones, John. Parent Involvement in Project Head Start. Part of the Final Report on Head Start Evaluation and Research; 1968-1969 to the Office of Economic Opportunity. Oct 1969, 101pp. ED 037 993

*Compensatory Education Programs; *Parent Participation; *Parent Attitudes; *Program Effectiveness; Changing Attitudes; Mexican Americans; Negroes; Family Environment; Child Rearing; Parental Aspirations; Hypothesis Testing; Test Construction; Test Reliability; Rating Scales; Preschool Programs; *Program Evaluation

This study was an attempt to assess the impact of Project Head Start upon the parents of children who participated in a 6-month Head Start intervention program in Austin, Texas.

59. Jones, Shuell H. Curricular Intervention in Language Arts Readiness for Head Start Children. Tulane University, Head Start Evaluation and Research Center Annual Report to the Office of Economic Opportunity. August 31, 1969, 74pp. ED 038 175

*Program Evaluation; *Compensatory Education Programs; *Preschool Programs; *Language Arts; Reading Readiness; Language Skills; Teacher Training; Teacher Aides; Teacher Behavior; Class Management

The purpose of the study was to determine the effectiveness of a "packaged" language development program on the general cognitive, intellectual, and language development of preschool children.

60. Karnes, Merle B. A New Role for Teachers: Involving the Entire Family in the Education of Preschool Disadvantaged Children. 1969, 21pp. ED 036 339

*Preschool Education; *Preschool Programs; Culturally Disadvantaged; Family Involvement; Teacher Role; Teacher Education; Paraprofessional School Personnel; *Program Evaluation; Home Programs; Parent Education

Teachers, trained through course work and workshops to teach disadvantaged children, were used to teach mothers and older siblings of disadvantaged families the skills and knowledge necessary to instruct the preschool child both in the home and school settings.

61. Karnes, Merle B.; And Others. A Longitudinal Study of Disadvantaged Children Who Participated in Three Different Preschool Programs. ED 036 338

*Longitudinal Studies; *Compensatory Education Programs; Intervention; *Preschool Programs; *Comparative Analysis; *Program Evaluation; Language Development; Academic Achievement; Verbal Communication; Oral Expression

This 3-year longitudinal study compared three types of preschool intervention programs: the traditional approach, the ameliorative approach, and the direct verbal approach.

62. Katz, Lilian G. Children and Teachers in Two Types of Head Start Classes. 1969, 14pp. ED 036 324

*Experimental Programs; *Comparative Analysis; *Preschool Programs; *Program Effectiveness; Research Problems; Teacher Behavior; Teaching Styles; Socialization; Learning Theories

To compare the effectiveness of traditional and experimental approaches in Head Start classrooms, 68 children and six teachers in San Francisco participated in an educational experiment emphasizing children's internal motivation resulting from spontaneous free play and warm, accepting teachers.

63. Katz, Lilian G.; Weir, Mary K. Staffing Preschools: Background Information. March 1969, 8pp. ED 034 589

*Early Childhood Education; *Preschool Programs; *Preschool Teachers; *Recruitment; Teacher Education; Teacher Certification; Enrollment Trends; Child Care; Federal Programs; Paraprofessional School Personnel; Teacher Characteristics

This report explores background variables related to preschool teaching, and emphasizes that statistics fluctuate in early childhood education.

64. Kessen, William. Early Learning and Compensatory Education: Contribution of Basic Research. August 31, 1969, 3pp. ED 036 318

*Educational Objectives; *Early Childhood Education; *Compensatory Education; Psychologists; Experimental Schools; Research Needs

In a paper given at the 1969 American Psychological Association meeting, the author pointed out that the apparent commitment of our society to the education of the young will be of questionable value until the energies and efforts of educators find a meaningful direction.

65. Kritchevsky, Sybil; And Others. Planning Environments for Young Children: Physical Space. 1969, 58pp. ED 038 162 [Not available from EDRS] Publications Dept., National Association of Young Children, [illegible] 21st St., N.W., Washington, D.C. 20009. $1.50

*Space Utilization; Spatial Relationship; *Day Care Programs; *Facility Guidelines; Educational Objectives; Preschool Education; Playgrounds; Space Classification; Classroom Design

This monograph, illustrated with photographs and diagrams, explains how to use physical space to encourage children to involve themselves constructively in particular program activities.

66. Lane, Elizabeth M. (Ed.). Early Childhood Education Program and Its Components: Psychological Evaluation, Sensorimotor Skills Program, New Visions'- A Children's Museum. Project Reports. Volume 4, Book 1, 1969, Feb. 1970, 82pp. ED 045 183

*Early Childhood Education; *Program Effectiveness; *Program Descriptions; *Preschool Curriculum; *Disadvantaged Youth; Parent Education; Perceptual Motor Learning; Skill Development; Staff Role; Social Services; Health Programs; Psychological Services; Art Education; Summer Program

This program, the fourth year of Dayton, Ohio's Early Childhood Education Program (ECE), was a continuation of efforts to provide concentrated and continuous learning experiences for 3-, 4-, and 5-year-old children in perceptual, motivational, and social skills. Another goal was to help parents provide a supportive home environment conducive to positive family development. Included is detailed information on new visions, a children's art museum where young children are encouraged to explore the artifacts.

67. Low, Seth; Spindler, Pearl G. Child Care Arrangements of Working Mothers in the United States. 1968, 123pp. ED 040 738 [Not available in hard copy]

*Working Women; *Mothers; *Day Care Services; *National Surveys; Demography; Child Welfare; *Child Care; Statistical Data; Individual Characteristics

This report presents basic data on the types of child care arrangements and their frequency of utilization by working mothers belonging to different segments of American society.

68. McConnell, Freeman. A Statement Regarding the Comprehensive Preschool Education and Child Day Care Act of 1969, and Other Related Bills. Feb. 26, 1970, 8pp. ED 040 762

*Handicapped Children; *Federal Legislation; *Preschool Programs; Financial Support; Exceptional Children

This speech was made in favor of legislation designed to provide comprehensive preschool education for the nation's children. It is urged that the needs of the handicapped children of our country be particularly considered.

69. McFadden, Dennis N. Final Report on Preschool Education to Ohio Department of Education. Sept. 1969, 120pp. ED 045 200

*Preschool Education; *Educational Legislation; *Child Development; *Preschool Programs; *Academic Achievement; Parent Participation; Teacher Education; Child Welfare; Language Development; Perceptual Development; Facilities; Cultural Factors

The objectives of this report are to determine whether there is a need to establish a statewide policy of early education in Ohio, to define what priorities are implied by such a need, and to suggest relevant recommendations for the establishment of a policy, if needed.

70. Mann, Marlis. The Effects of a Preschool Language Program on Two-Year-Old Children and Their Mothers. Final Report. Sept. 1970, 67pp. ED 045 244

*Language Development; *Parent Education; *Preschool Children; *Mothers; *Language Programs; Verbal Communication; Parent Child Relationship; Program Effectiveness; Concept Formation; Video Tape Recordings; Syntax; Group Counseling; Evaluation Techniques

This study attempted to determine whether a structured language program for 2-year-old educationally disadvantaged children and a complementary structured language program for their mothers would significantly affect the language behavior of mothers and children.

71. Meier, John H.; And Others. An Education System for High-Risk Infants: A Preventive Approach to Developmental and Learning Disabilities. March 1970, 59pp. ED 043 379

*Infancy; *Early Childhood Education; *Learning Disabilities; *Intervention; *Curriculum Planning; Enrichment Programs; Remedial Instruction; Parent Participation; Environmental Influences

This paper reviews recent literature in the field of infant education, presents a rationale for developing a systematic program of infant education, and suggests how this might be accomplished.

72. Melcer, Donald. Results and Implications of a Head Start Classification and Attention Training Program. March 1970, 19pp. ED 045 182

*Attention; *Cognitive Processes; *Educational Programs; *Testing; *Preschool Children; Tables (Data); Research Design; Educational Needs; Curriculum Development; Statistical Analysis

This report presents the results, statistical analysis and implications of classification and attention training curricula field tested with Head Start children.

73. Messick, Samuel. A Statement of the Comprehensive Preschool Education and Child Day-Care Act of 1969 Before the Select Subcommittee on Education of the House Committee on Education and Labor. March 3, 1970, 10pp. ED 040 752

*Preschool Programs; *Educational Legislation; *Federal Legislation; *Day Care Programs; Research Needs; Research Methodology; Evaluation Methods; Program Evaluation

This document praises the Comprehensive Preschool Education and Child Day-Care Act and advocates an equally comprehensive collateral program of research and evaluation.

74. Micotti, Antonia R. Dame School Project (Bi-Lingual Pre School Project), Santa Clara County Office of Education. Final Report. August 1, 1970, 32pp. ED 046 514

*Preschool Programs; Mexican Americans; *Concept Formation; *Language Development; *Home Programs; Low Income; Parent Education; Mothers; English (Second Language); Bilingual Education; Testing; Educational Programs; Teacher Aides; Curriculum Development; Family Environment; Changing Attitudes

The objectives of this 1-year project were (1) to demonstrate an at-home procedure of teaching in order to improve the concept formation and language development environment of 40 children (3-5 years) residing in low income homes where the primary language was Spanish; (2) to train 11 women from the community as home teachers; and (3) to give training to the mothers of the project children so that they could improve their teaching techniques with their own children.

75. Miller, Louise B.; Dyer, Jean L. Experimental Variation of Head Start Curricula: A Comparison of Current Approaches. Annual Progress Report. June 1, 1969 - May 31, 1970, 119pp. ED 045 196

*Preschool Programs; *Program Descriptions; *Testing; *Program Effectiveness; Educational Philosophy; Effective Teaching; Grouping (Instructional Purposes); Teacher Education; Teacher Characteristics; Comparative Analysis

Analysis of data obtained on samples of classrooms in each of four programs (Bereiter-Engelmann, DARCEE, Traditional, and Montessori) demonstrated clear differences in actual operation and effect on children.

76. Miranda, Consuelo; And Others. A Bilingual Oral Language and Conceptual Development Program for Spanish-Speaking Pre-School Children. August 1968, 356pp. ED 034 568

*Bilingual Education; *Language Instruction; *Program Guides; *Preschool Children; Spanish Speaking; Language Development; Concept Development; Bilingual Teacher Aides; Oral English; Time Perspective; Spatial Relationships; Classification

This paperbound edition consists of a series of lessons to be used in an English language and conceptual development program for 4- to 5-year-old Spanish-speaking children. The overall goal of the lessons, designed for use with migrant children, is to provide the child with the language and conceptual skills he needs to benefit from a standard school setting.

77. Model Observation Kindergarten and First Grade, Amherst, Massachusetts: Model Classrooms which Offer Completely Individualized Scheduling for Mixed Age Groups of Kindergarten and First-Grade Students. Model Programs--Childhood Education. ED 045 219 [Not available in hard copy]

*Kindergarten; *Grade 1; *Demonstration Programs; *Program Descriptions; *Individual Development; Group Activities; Independent Study; Pamphlets; Readiness (Mental); Teacher Education; Teacher Role

This booklet describes the Model Observation Kindergarten and First Grade whose approach is based on the philosophy that education should be centered in the learner, that children learn at different rates and that children learn something only when they are ready. Many aspects of the British Infant Schools are incorporated in the program.

78. Moore, Donald R. Language Research and Preschool Language Training. 1970, 57pp. ED 040 767

*Child Language; *Language Development; *Cultural Differences; *Language Programs; Cultural Disadvantagement; Language Skills; Abstraction Levels; Subculture; *Literature Reviews (Publications); Teaching Methods

The literature on subcultural differences in language development is reviewed to discover what research findings suggest about the nature of a language program for lower class 4-year-olds.

79. A National Survey of the Impacts of Head Start Centers on Community Institutions. A Summary Report. May 1970, 23pp. ED 046 516

*Preschool Programs; *Change Agents; *Federal Programs; *Community Study; *Community Education; Institutional Role; Community Organizations; Program Effectiveness; Community Health Services; Parent Participation; Disadvantaged Groups

This pamphlet is a capsule commentary on the Kirschner field research project which attempted to obtain a greater understanding of Head Start's role in influencing community health and educational programs. The general goals for Head Start are summarized and expanded to include objectives unique to this survey.

80. Nedler, Shari. An Early Childhood Education Model: A Bilingual Approach. 1967, 19pp. ED 038 167

*Compensatory Education Programs; *Bilingual Education; *Curriculum Development; *Preschool Programs; *Language Programs; English (Second Language); Spanish; Models; Behavioral Objectives; Cognitive Processes; Mexican Americans

To aid school adjustment of children from low income families of Mexican descent, this program has developed new methods for teaching English as a second language while preserving and reinforcing children's use of Spanish.

81. Neighborhood House Child Care Services, Seattle, Washington: Seattle's Answer to Child Care Problems of Low-Income Families. Model Programs--Childhood Education. 1970, 22pp. ED 045 213 [Not available in hard copy]

*Day Care Programs; *Preschool Programs; *Program Descriptions; *Working Women; *Low Income Groups; Child Care; Individual Needs; Parent Participation; Parent Education; Home Programs; Career Opportunities; Pamphlets

This program has two components: the St. James Head Start Center which has three classrooms and the Day Care Home Program which operates in individual homes in housing projects. Both provide health services, nutrition, education, social and psychological services plus opportunities for parent involvement according to Head Start goals.

82. The New Nursery School Research Project: Evaluating the Effectiveness ... Open, Responsive Environment in Achieving Selected Objectives of Early Childhood Education. Final Report. Sept. 30, 1969, 152pp. ED 042 518

*Preschool Evaluation; *Enrichment Programs; *Autoinstructional Programs; *Spanish Americans; *Preschool Children; Nursery Schools; Program Effectiveness; Self Concept; Disadvantaged Environment; Language Skills; Problem Solving; Preschool Tests

This final report describes the fourth year of the New Nursery School Program set up for environmentally deprived, Spanish-surnamed 3- and 4-year-old children. The school was organized as an autotelic environment.

83. New Nursery School Research Project, October 1, 1968 to September 30, 1969. Annual Progress Report. Sept. 30, 1969, 159pp. ED 036 320

*Nursery Schools; *Educational Objectives; *Curriculum Development; *Program Descriptions; Class Activities; Lesson Plans; Teaching Methods; Program Evaluation; Demonstration Centers; Annual Reports

This report describes the primary and secondary objectives of the nursery school project and the methods and procedures used in the program. The schedule and tentative lesson plans emphasize free choice activities, group and outdoor play. Planning and implementation of the program are considered.

84. Nimnicht, Glen. Overview of Responsive Model Program. July 1970, 12pp. ED 045 207

*Program Descriptions; *Intellectual Development; *Program Evaluation; *Disadvantaged Youth; *Parent Participation; Self Concept; Problem Solving; Academic Achievement; Operant Conditioning; Inservice Education

The Responsive Model program assumes that the school environment should be designed to respond to the learner, and that school activities should be autotelic, or self-rewarding. Developmental theory, certain ideas of pperant conditioning, and flexible learning sequences are used in the program.

85. Nimnicht, Glen. A Progress Report on the Parent Child Course and Toy Library. August 24, 1970, 34pp. ED 045 206

*Parent Education; *Program Descriptions; *Preschool Children; *Toys; *Intellectual Development; Parent Participation; Parent Child Relationship; Parent Attitudes; Self Concept; Questionnaires; Decision Making; Testing

This report gives an overall evaluation of a parent/child program of preschool education for 3- to 4-year-olds and describes use of the Toy Library.

86. Nimnicht, Glen P. A Revision of the Basic Program Plan for Education at Age Three. August 1970, 37pp. ED 047 774

*Intellectual Development; *Program Descriptions; *Self Concepts; *Learning; Program Evaluation; Objectives; Teacher Education; Inservice Programs; Parent Participation; Preschool Children; Elementary Education; Teacher Aides

A model responsive education system being evolved by the Far West Laboratory is designed to serve children from ages 3 to 9. The major objectives of the educational system are to help children develop self-concept as it relates to learning in the school and the home, and to develop intellectual ability.

87. Nimnicht, Glen P.; And Others. An Evaluation of Nine Toys and Accompanying Learning Episodes in the Responsive Model Parent/Child Component. Occasional Research Report Number 5. June 1970, 41pp. ED 045 205

*Childhood Interests; *Parent Participation; *Parent Role; *Toys; *Evaluation Methods; *Educational Games; Learning Activities; Tables (Data); Parent Education; Testing; Preschool Children

This second of a series of papers evaluating a parent/child program describes the procedure used to decide whether the nine toys and their accompanying learning episodes are appropriate for use by young children in the parent/child context.

88. Nimnicht, Glen; And Others. Preliminary Analysis of 1968-69 Head Start Data: Occasional Research Report Number 3. July 23, 1970, 26pp. ED 045 203

*Teacher Evaluation; *Preschool Children; *Cognitive Development; *Experimental Programs; *Disadvantaged Youth; Self Concept; Intellectual Development; Administrative Problems; Physical Facilities; Classroom Observation Techniques; Behavior Change; Teacher Behavior; Teacher Rating

Eight Head Start centers which used the Responsive Model program during the 1968-69 school year were assessed to determine cognitive development of children, teacher performance in the classroom, adequacy of physical facilities, administrative support and the interrelationship between these variables.

89. Nimnicht, Glen; And Others. A Supplementary Report on Evaluation of the New Nursery School Program at Colorado State College. 1968, 42pp. ED 039 919

*Preschool Programs; *Program Evaluation; *Compensatory Education Programs; Mexican Americans; Followup Studies; Culturally Disadvantaged; Student Teacher Relationship; Reading Achievement; Educational Equipment; Equipment Evaluation

This report is presented in three sections: (1) an examination of the test results of 29 children enrolled in the New Nursery School, (2) a follow-up study of children who previously attended the school, and (3) a report on the usefulness of the "typing booth" facility used at the NNS.

90. Nolan, Jeaneda H. A Report on the Evaluation of the State Preschool Program Contrasted with the Westinghouse Report on Head Start. June 12, 1969, 10pp. ED 039 920

*Compensatory Education Programs; *Program Evaluation; Preschool Programs; State Programs

This document is an edited transcript of a preschool educator's criticism of the Westinghouse Report on the federal Head Start program.

91. North, Robert D.; And Others. Pre-Kindergarten Program, 1968-69. Evaluation Report for the Project. October 1969, 117pp. ED 046 511

*Preschool Programs; *Compensatory Education; *Program Evaluation; *Evaluation Techniques; *Program Descriptions; Teacher Aides; Teacher Evaluation; Parent Participation; Followup Studies; Self Concept; Intellectual Development; Negro Youth; Spanish Speaking; Low Income Groups

The objectives of the Pre-Kindergarten Program were to give children in poverty areas of New York City opportunities for intellectual growth that would improve their later classroom performance, help them attain a positive self-image and a sound attitude toward learning, increase parental interest in their children's school progress and improve home-school cooperation.

92. Nurss, Joanne R.; Day, David E. Development of Grammatical Structures in Pre-School Age Children. March 1970, 6pp. ED 042 485

*Language Developments; *Preschool Programs; *Program Evaluation; *Educational Experiments; Racial Differences; Socioeconomic Status; Imitation; Comprehension; Validity

The purpose of this study was to describe the level of language maturity and the effect of a preschool language program on the language development of urban, Southern 4-year-olds.

93. Painter, Genevieve. A Tutorial Language Program for Disadvantaged Infants. 1969, 28pp. ED 040 766

*Tutorial Programs; *Infants; *Language Programs; Concept Teaching; Intervention; *Home Programs; Cognitive Development; Perceptual Motor Learning; Symbolic Learning; Verbal Learning; Classification; Language Enrichment; Language Development; Program Descriptions

This study attempted to ameliorate the educational deficits of infants using structured tutorial programs of language and concept training in the home. It was part of a larger project to determine the age at which intervention will produce maximum acceleration of cognitive development.

94. Parker, Ronald K. The Effectiveness of Special Programs for Rural Isolated Four-Year-Old Children. Final Report. Sept. 1969, 96pp. ED 041 638

*Mobile Classrooms; *Program Effectiveness; *Rural Areas; *Preschool Education; *Curriculum Evaluation; Readiness; Early Experience; Language Development; Cognitive Development; Intelligence Differences; Compensatory Education; Evaluation Techniques

The objective of this study was to develop and evaluate two procedures for providing preschool education for rural 4-year-olds by using a mobile laboratory. The final report of this document submitted to the Office of Economic Opportunity appeared as ED 039 022.

95. Parker, Ronald K. Wakulla County Preschool. Final Report. Sept. 1969, 97pp. ED 039 022

*Preschool Programs; *Program Evaluation; *Compensatory Education Programs; *Mobile Classrooms; Language Ability; Paraprofessional School Personnel; Evaluation Methods; Research Methodology; Curriculum Evaluation

This study's purpose was to develop and evaluate programs based on psycholinguistic theory for rural black disadvantaged 4-year-olds.

96. Parker, Ronald K. (Comp.); And Others. An Overview of Cognitive and Language Programs for 3, 4, and 5 Year Old Children. April 1970, 209pp. ED 045 209 [Not available from EDRS] Southeastern Education Laboratory, 3450 International Boulevard, Atlanta, Georgia 30354 ($2.00)

*Preschool Programs; *Cognitive Development; *Language Programs; *Program Descriptions; *Early Childhood Education; Curriculum; Economically Disadvantaged; Intellectual Development; Experimental Programs; Comparative Analysis.

Briefly reviews and compares educational programs designed for 3-, 4-, and 5-year-old children emphasize either cognitive-intellectual development or language development.

97. Preschool Curriculum Guide for Children's Centers in California. 1968, 50pp. ED 037 241

*Curriculum Guides; *Preschool Curriculum; Educational Objectives; Physical Development; Emotional Development; Language Skills; Social Development; Health; Science Education; Mathematical Concepts; Enrichment Programs; Cultural Enrichment

This booklet explains the objectives and curriculum of the program used in the California Children's centers. This program is based upon the belief that each child should have an opportunity to fulfill his total development as an individual.

98. Prestwich, Sheldon. The Influence of Two Counseling Methods on the Physical and Verbal Aggression of Preschool Indian Children. Part of the Final Report on Head Start Evaluation and Research: 1968-69 to the Office of Economic Opportunity. August 1969, 93pp. ED 002 992

*Preschool Programs; *American Indians; *Emotional Adjustment; *Parent Participation; *Experimental Programs; American Indian Culture; Parent Child Relationship; Aggression; Hostility; Group Counseling; Reinforcement; Play Therapy

The purposes of the study were to investigate the influence of anthropomorphic models as a therapeutic vehicle to help 5-year-old Indian children to appropriately handle physical and verbal aggression, and to investigate the influence of group counseling with Indian mothers as it affects aggression in their preschool children.

99. Program-Project Resumes, 1969-1970. 360pp. ED 042 503

*Early Childhood Education; *Preschool Children; *Preschool Programs; *Program Descriptions; Federal Programs

This collection of 120 project resumes is a survey of programs, projects, and activities in progress at the National Coordination Center and at each of the seven centers associated with the National Laboratory on Early Childhood Education.

100. Programs for Infants and Young Children. Part III: Health. Oct. 1970, 169pp. ED 047 809

*Health Programs; *Medical Services; *Preschool Children; *Health Personnel; *Program Descriptions; Infants; Mothers; Health Services; Comprehensive Programs; Crippled Children; Unwed Mothers; Dental Health; Day Care Services; Family Planning; Paramedical Occupations

This report describes a number of comprehensive programs focused on health and reports on projects which have singled out one or more specific maternal or child health services.

101. Project Head Start at Work. Report of a Survey Study of 335 Project Head Start Centers, Summer, 1965. April 1966, 56pp. ED 036 311

*Preschool Programs; *Compensatory Education Programs; *Program Evaluation; *National Surveys; *Student Teacher Relationship; Teaching Methods; Emotional Development; Social Development; Cognitive Development; Parent Participation

A national observer team surveyed 335 Head Start Centers during an 8-week summer period to locate useful innovations and developments in preschool education methods which might have future implications for the whole educational system.

102. Rambusch, Nancy McCormick. Views on Pre-School Education and Day Care. 1969, 10pp. ED 040 753

*Child Care; *Preschool Education; Day Care Services; Compensatory Education; *Educational Innovation; Working Women; Cognitive Development; Educational Objectives; Nursery Schools; Kindergarten

This paper states that the popular concepts of preschool education and day care have little to do with meeting the child's cognitive needs or his mother's need for self-esteem. What is needed today is a new program design that combines temporal flexibility with known effective child care and educational practices.

103. Rayder, Nicholas; And Others. An Assessment of Cognitive Growth in Children Who Have Participated in the Toy-Lending Component of the Parent-Child Program. Occasional Research Report Number 4. June 18, 1970, 12pp. ED 045 204

*Parent Participation; *Parent Education; *Program Effectiveness; *Preschool Programs; *Intellectual Development; Parent Role; Test Construction; Concept Formation; Tables (Data); Toys

This program is designed to provide preschool education for 3- to 4-year-olds whose parents cannot afford nursery schools but are above the income level for Head Start participation. Parents were taught how to teach their children through the use of educational toys.

104. Riessman, Frank. A Statement Regarding the Comprehensive Preschool Education and Child Day Care Act of 1969, and Other Related Bills. Feb. 26, 1970, 4pp. ED 041 624

*Federal Legislation; *Preschool Programs; *Parent Participation; *Job Training; *Paraprofessional School Personnel; Financial Aid; Career Opportunities; Community Involvement

This paper supports the proposed legislation, but recommends that the bill (1) assure local autonomy for the programs, (2) include career development as part of the staffing, and (3) encourage the involvement of Neighborhood Youth Corps.

105. Ruderman, Florence A. Child Care and Working Mothers: A Study of Arrangements Made for Daytime Care of Children. 1968, 392pp. ED 045 175

*Working Women; *Day Care Services; *Day Care Programs; *Mothers; Community Study; Community Attitudes; Facilities; Mother Attitudes; Family Characteristics; Home Programs; Children; Socioeconomic Influences; Child Care Workers; Changing Attitudes; Parent Attitudes

In 1960, the Child Welfare League of America began the Day Care Project to survey research to clarify and revise day care services.

106. Santa Monica Children's Centers, Santa Monica, California: Low-Cost Day Care Facilities for Children of Working Mothers Made Available Through the Cooperation of the California State Government and Local School District. Model Programs--Childhood Education. ED 045 212 [Not available in hard copy]

*Day Care Programs; *Day Care Services; *Preschool Programs; *Working Women; *Student Volunteers; Teenagers; Program Description; Pamphlets; Childhood Needs; Parent Participation; Group Activities; Play; State Aid; School District Autonomy; Extended School Day

The Santa Monica Children's Centers (two nursery schools for preschoolers and two extended care facilities for school age children) are concerned with meeting the physical, intellectual, and emotional needs of children on a long-term basis and stress a program offering a variety of play experiences. Staff members work with teenage assistants and parent volunteers.

107. Schmidt, Velma E. A Study of the Influence of Certain Preschool Educational Movements on Contemporary Preschool Practice. July 1968, 179pp. ED 035 450

*Early Childhood Education; *Preschool Programs; *Educational Theories; *Educational Practice; *Doctoral Thesis; Preschool Curriculum; Educational Objectives; Teaching Methods; Instructional Materials; Review (Reexamination); Historical Reviews

Identified in this dissertation are the major influences on American preschool education: (1) the Froebel kindergarten, (2) the Montessori movement, (3) the Child Study movement, and (4) Project Head Start. Each movement is described according to history, aim, curriculum, materials, and methods.

108. The School Social Worker in the New York State Experimental Prekindergarten Program. 1969, 5pp. ED 036 337

*Social Workers; *Preschool Education; *Preschool Programs; Social Services; Parent Participation

Because the pupil services offered by the New York State experimental pre-kindergarten programs are of central importance, the social worker is an integral member of the staff and has many diverse functions to perform.

109. Sigel, Irving E.; And Others. The Role of the Teacher in Intervention Programs Proceedings of the Head Start Research Seminars: Seminar No. 6, The Teacher in Intervention Programs (Washington, D.C., April 18, 1969), 65pp. ED 036 333

*Teacher Role; *Intervention; *Compensatory Education Programs; Family Involvement; Teacher Responsibility; Teacher Education; Certification; Change Agents; Attitudes; Child Development

This seminar on the role of teachers in intervention programs consists of five papers: an introduction stressing the necessity of teacher acceptance of change, the role of the teacher in the process of change, a detailed model for teacher training programs, the teacher as a socialization agent, an experimental study of authoritarian and democratic teachers.

110. Silverstone, Naomi, Ed. Programs for Infants and Young Children. Part I: Education and Day Care. Oct. 1970, 221pp. ED 047 807

*Educational Programs; *Early Childhood Education; *Comprehensive Programs; *Program Descriptions; *Program Effectiveness; Preschool Children; Community Programs; Infants; Day Care Programs; Special Services; Foreign Countries; Mental Retardation; Home Programs; Films Information Sources

This book is intended for use by local committees who are planning and organizing day care and education programs for infants and young children. Descriptions are given of various types of programs that are already in operation.

111. Spaulding, Robert L. Changing the Learning Patterns of the Culturally Different. April 29, 1969, 12pp. ED 045 184

*Program Descriptions; *Cognitive Development; *Academic Achievement; *Experimental Programs; *Educational Research; Intelligence; Research and Instruction Units; Administrative Organization; Curriculum Development; Teaching Methods; Teacher Education; Preschool Children; Elementary School Students

The Durham Education Improvement Program seeks to develop new organizational patterns and instructional systems in ongoing classrooms which would foster the educational and social development of disadvantaged North Carolina children.

112. Tacoma Public Schools Early Childhood Program, Tacoma, Washington: Combined Local, State, and Federal Funds Support a Large-Scale Early Childhood Program in the Public Schools. Model Programs--Childhood Education. 1970, 18pp. ED 045 221 [Not available in hard copy]

*Preschool Programs; *Primary Education; *Early Childhood Education; *State Federal Aide; *Program Descriptions; Public School Systems; Pamphlets; Career Opportunities; Teacher Aides; Parent Participation; Day Care Services; Program Effectiveness

This program is a comprehensive effort to give economically disadvantaged children an early education program which will have continuity and long-range effectiveness. Involving 5 years of education (3-year-olds through grade 3), the program uses the Responsive Environment Model, which has as its objective the development of the child's positive self-image and his intellectual ability.

113. University of Hawaii Preschool Language Curriculum, Honolulu, Hawaii: A Program of English Conversation for Preschool Children of Multiethnic Backgrounds. Model Programs--Childhood Education. 1970, 24pp. ED 045 220 [Not available in hard copy]

*Preschool Programs; *Language Instruction; *Non English Speaking; *English (Second Language); *Parent Education; Parent Participation; Ethnic Groups; Enrichment Programs; Program Evaluation; Pamphlets; Language Guides

This booklet describes the University of Hawaii Preschool Language Curriculum which teaches preschool children of multi-ethnic backgrounds to speak English and to use language as a tool for communication, thought, and problem solving. The program was designed to improve both linguistic and cognitive abilities.

114. Van De Riet, Vernon; And Others. A Sequential Approach to Early Childhood and Elementary Education, Phase II. Grant Report. Dec. 1970, 99pp. ED 047 791

*Sequential Approach; *Sequential Learning; *Sequential Program; *Preschool Programs; *Culturally Disadvantaged; Intellectual Development; Academic Achievement; Readiness; Tables (Data); Comparative Testing; Cognitive Development; Followup Studies; Kindergarten; Grade 1; Program Effectiveness

This report is the 2-year follow-up evaluation of a proposed 4-year grant, studying the effects of a sequential learning program on 4- and 5-year-old disadvantaged children. The experimental group entered the Learning to Learn Program at either the nursery or kindergarten level.

115. Van De Riet, Vernon; Van De Riet, Hani. A Sequential Approach to Early Childhood and Elementary Education, Phase I. Grant Report. Dec. 1969, 57pp. ED 042 517

*Preschool Programs; *Early Childhood Education; *Sequential Learning; *Educational Development; *Program Evaluation; Teacher Aides; Curriculum; Student Teacher Relationship; Individual Instruction; Educational Change; Perceptual Development; Cognitive Development; Educational Experiments

This project intends to (1) implement a 3-year and a 4-year sequential curriculum based upon developmental concepts, (2) change the traditional roles of teacher and student, (3) accommodate individual differences in children's levels and learning rates, (4) involve parents, (5) use teacher assistants, (6) and carry out an extensive evaluation of the children in this program compared to control groups.

116. Weikart, David P. Comparative Study of Three Preschool Curricula. March 1969, 18pp. ED 042 484

*Preschool Programs; *Program Evaluation; *Curriculum; *Disadvantaged Youth; *Comparative Analysis; Parent Participation; Teacher Attitude; Staff Utilization; Program Administration; Educational Objectives; Compensatory Education Programs; Educational Experiments

This project was designed to compare three preschool curricula, with staff model and program operation held constant. The curricula were (1) a unit-based curriculum emphasizing the social-emotional development goals of the traditional nursery school, (2) a cognitively-oriented curriculum developed by the Ypsilanti Perry Preschool Project, and (3) the Bereiter-Englemann Language training curriculum.

117. Weikart, David P. Ypsilanti Preschool Curriculum Demonstration Project, 1968-1971. Oct. 1969, 39pp. ED 046 503

*Curriculum Research; *Culturally Disadvantaged; *Educable Mentally Handicapped; *Preschool Programs; *Comparative Analysis; Home Visits; Team Teaching; Cognitive Development; Sociodrama; Self Control; Traditional Schools; Social Development; Emotional Development

This report describes the Ypsilanti Preschool Curriculum Demonstration Project, a 5-year program conducted to assess the efficacy of preschool intervention for culturally disadvantaged children diagnosed as functionally retarded.

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